

MontCAS, Phase 2

*Guide to Interpreting
the 2005
Criterion-Referenced Test and
CRT-Alternate Assessment Reports*

IMPORTANT PHONE NUMBERS

If you require assistance, it's readily available through the offices listed below.

- **For information about program policy issues or incorrect data, contact:**
Judy Snow, State Assessment Director
Phone: (406) 444-3656
Email: jsnow@mt.gov
- **For information about CRT program administration or shipping issues, contact:**
Sharon Houle, Montana CRT Program Manager
Phone (800) 431-8901, Extension 2186
Email: shoule@measuredprogress.org
- **For information on CRT-Alternate policy issues, contact:**
Bob Runkel or Marilyn Pearson
PI Division of Special Education
Phone: (406) 444-5661
Email: mpearson@mt.gov
brunkel@mt.gov
- **For information about CRT-Alternate program administration or shipping issues, contact:**
Susan Moore, Montana CRT-Alternate Program Manager
Phone (800) 431-8901, Extension 2237
Email: skmoore@measuredprogress.org
- **For information about ELL/LEP, contact:**
Lynn Hinch, OPI
Phone: (406) 444-3482
Email: lhinch@mt.gov
- **For information about Title I, contact:**
B.J. Granbery, OPI
Phone: (406) 444-4420
Email: bgranbery@mt.gov
- **For information about students with Migrant status, contact:**
Angela Branz-Spall, OPI
Phone: (406) 444-2423
Email: angelab@mt.gov



Linda McColloch, Superintendent
Montana Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501
www.opi.state.mt.us



The primary purpose of this guide is to support local educators' use of test data to better serve the academic needs of students and to evaluate and improve curriculum and instruction. We hope you find this guide useful as you review the results for your school or system.

If you have any suggestions about ways in which we can improve this guide in future years or if you have questions after reviewing this guide or its reports, please contact Judy Snow, State Assessment Director, Office of Public Instruction (OPI) at (406) 444-3656 or jsnow@mt.gov.

Additional information about the Criterion-Referenced Test (CRT) and the CRT-Alternate Assessment, including Montana's content standards, can be found on the OPI Web site: <http://www.opi.state.mt.us>.

TABLE OF CONTENTS

THE TEST	1
BASIS FOR RESULTS	1
CRT	1
CRT-ALTERNATE ASSESSMENT.....	1
MINIMUM NUMBER OF STUDENTS NEEDED TO GENERATE REPORTS.....	1
STUDENTS ELIGIBLE FOR EXCLUSION FROM SCHOOL, SYSTEM, AND STATE REPORTS	2
THE SCORES	2
SCALED SCORES.....	2
PERCENTAGES.....	2
CRT AND CRT-ALTERNATE REPORTS	3
PART I: THE CRT REPORTS.....	4
CRT STUDENT REPORT	4
CRT ROSTER & ITEM-LEVEL REPORT	6
CRT SCHOOL AND SYSTEM SUMMARY REPORTS	7
CRT PERFORMANCE-LEVEL DESCRIPTORS	10
ADVANCED	10
PROFICIENT	10
NEARING PROFICIENCY	10
NOVICE.....	10
CRT SCALED SCORE RANGES FOR PERFORMANCE LEVELS	10
PART II: THE CRT-ALTERNATE REPORTS	11
CRT-ALTERNATE STUDENT REPORT	11
CRT-ALTERNATE ROSTER & ITEM-LEVEL REPORT	13
CRT-ALTERNATE SCHOOL AND SYSTEM SUMMARY REPORTS	14
CRT-ALTERNATE PERFORMANCE-LEVEL DESCRIPTORS.....	17
ADVANCED	17
PROFICIENT	17
NEARING PROFICIENCY	17
NOVICE.....	17
CRT-ALTERNATE SCALED SCORE RANGES FOR PERFORMANCE LEVELS	17
OTHER CRT-ALTERNATE INFORMATION.....	18

THE TEST

The Criterion-Referenced Test (CRT) and the CRT-Alternate Assessment are designed to measure student acquisition of the knowledge and skills in Montana's content standards for reading and mathematics. The assessments in reading and mathematics were developed to provide information at the student, class, school, and system level.

BASIS FOR RESULTS

CRT

In the CRT, the pool of test items in each grade and subject area was divided into two categories:

1. The first category of items is common items that appeared in all forms of the test and were completed by all students. Student, school, system, and state results are based only on these common items, which are released annually at the time reports are shipped to system test coordinators and posted on the Office of Public Instruction (OPI) Web site (www.opi.state.mt.us).
2. The second category of items is matrix-sampled items. The remaining items in a grade/subject area were divided among 16 different forms of each test; each student completed one form. These items are called matrix-sampled items. A portion of the 2005 matrix-sampled items will become the set of common items in spring 2006.

CRT-ALTERNATE ASSESSMENT

The CRT-Alternate Assessment is a point-in-time test that looked at how students performed in relation to performance indicators that were expanded from the Montana reading and mathematics standards and benchmarks. Students participated in an age-appropriate activity for which the teachers were given a script, written directions, and scaffolding levels. Students were encouraged to engage in the activity and showed performance on the indicators through appropriate prompting by the teacher administering the activity.

The teacher who administered the activity observed and scored the student on each indicator. The test activity required evidence to be collected based on the products that were created during the course of the assessment. Templates were provided for all evidence that was required.

MINIMUM NUMBER OF STUDENTS NEEDED TO GENERATE REPORTS

To ensure confidentiality of individual student results and discourage generalizations about school performance based on very small populations, OPI has established 10 as the minimum number of students for which performance-level results are reported in any particular subgroup. Only the number of students ("N") in each subgroup are reported on the system and school reports.

Consequently, schools with a very small number of students enrolled in a grade that was tested may not show performance-level results in some sections of their school report. A school report was generated for any

school that tested fewer than 10 students in a particular grade, and results for these students are included in system- and/or state-level results.

STUDENTS ELIGIBLE FOR EXCLUSION FROM SCHOOL, SYSTEM, AND STATE REPORTS

All students in accredited schools are required to participate in either the CRT or CRT-Alternate Assessment; however, the scores of the students in the following categories were excluded from the calculation of averages:

- LEP students enrolled for first time in a U. S. school
- foreign exchange students
- students not enrolled (for example: home-schooled students)
- students enrolled part time (less than 180 hours) taking a reading or mathematic course
- students enrolled in a private accredited school
- students enrolled in a private nonaccredited school
- students enrolled in a private non-accredited Title 1 school

THE SCORES

Two types of scores are used to report performance on the CRT and CRT-Alternate Assessments—scaled scores and percentages.

SCALED SCORES

Results are reported according to levels that describe student performance in relation to Montana’s established state standards: Advanced (A), Proficient (P), Nearing Proficiency (NP), and Novice (N). Scaled scores in each content area range from 200 to 300. Scaled scores supplement the performance-level results by providing information about the position of a student’s results within a performance level.

School and system-level scaled scores are calculated by computing the average of student-level scaled scores. Students’ total number of points on the test are translated into scaled scores using a data analysis process called scaling. Using scaled scores greatly simplifies the task of understanding how a student performed.

PERCENTAGES

Percentages are another way to report the results of the test. “Percentage” refers to the percentage of questions answered correctly; the percent correct is simply the percentage of test questions that each student answered correctly.

CRT AND CRT-ALTERNATE REPORTS

The following reports of student, school, and system results are each provided for the CRT and the CRT-Alternate.

Report	Description	Explanation and sample can be found in this interpretive guide on page(s):
Student Report	This parent-guardian report provides each student's scores for the reading and mathematics tests.	CRT: 4–5 CRT-Alt: 11–12
Roster and Item-Level Report	This report provides information about class performance. Each student in the class is listed on the roster, which includes references to each item and the standard it measures.	CRT: 6 CRT-Alt: 13
School Summary Report	This three-part summary shows the distribution of scores in each Montana performance level by subgroup, school, system, and state.	CRT: 7–9 CRT-Alt: 14–16
System Summary Report	This three-part summary shows the distribution of scores in each Montana performance level by subgroup, system, and state.	Separate sample not included. See School Summary Report sample.

PART I: THE CRT REPORTS

CRT STUDENT REPORT

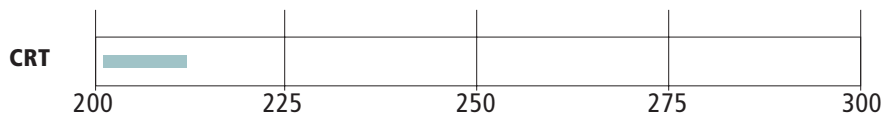
This parent/guardian report provides each student's scores for the reading and mathematics tests. The chart on page 2 of the Student Report, "Scaled Scores," reflects the student's performance level—**A**—and

scaled score—**B**—for reading and mathematics. Please refer to the performance-level descriptors on the back cover of the Student Report or on page 10 in this guide for additional information and resources.

Scaled Scores

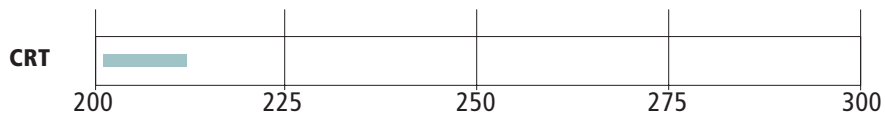
STUDENT RESULTS FOR READING

- A** → Performance Level: Novice
- B** → Student Scaled Score: 217



STUDENT RESULTS FOR MATHEMATICS

- A** → Performance Level: Novice
- B** → Student Scaled Score: 217



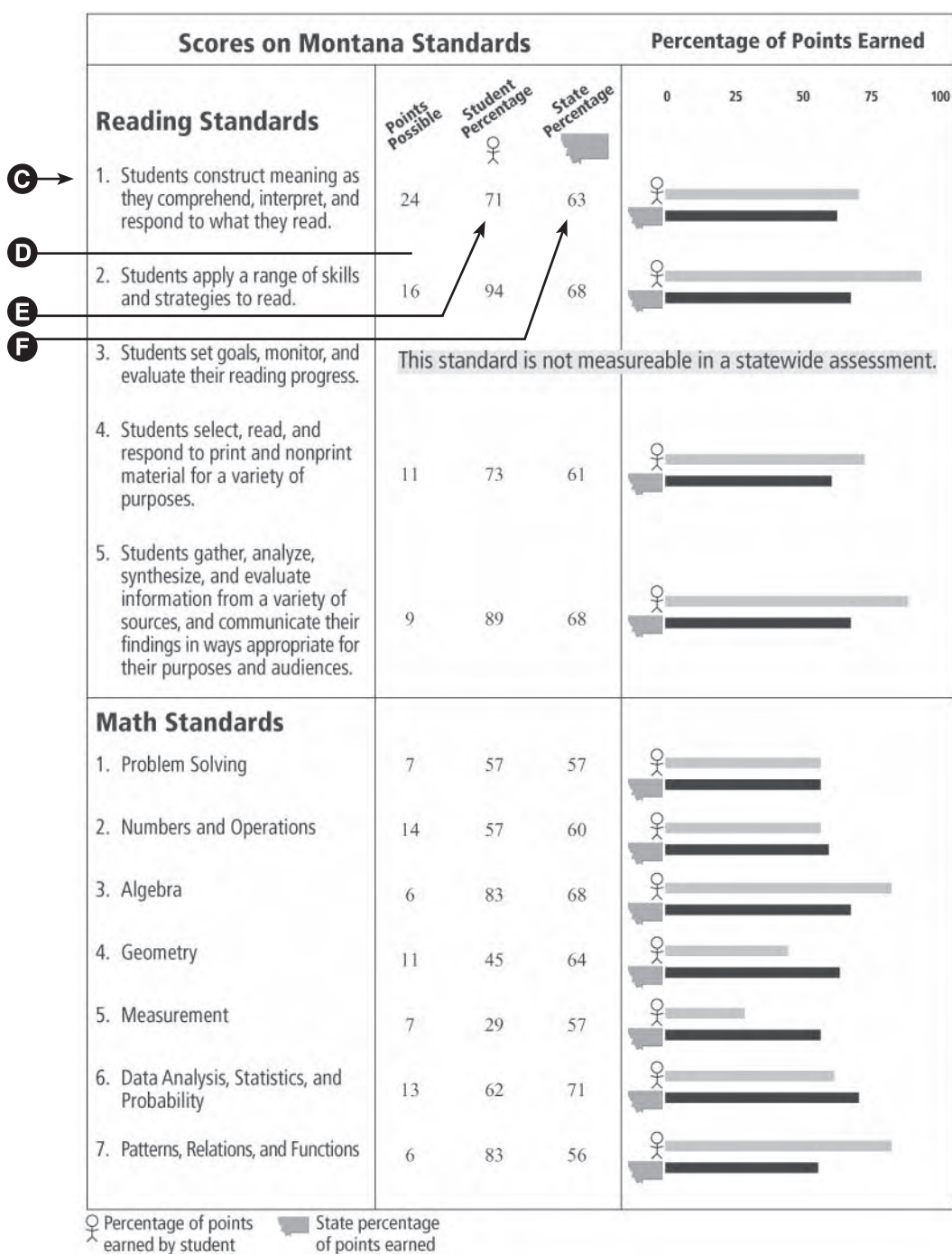
Contact your student's school for more information about the following symbols:

† Student did not complete the assessment.

§ Student took non-standard accommodation.

The chart on page 3 of the Student Report, “Scores on Montana Standards,” shows the standard for each content area assessed—**C**; points possible for the number of items, or questions, given—**D**; the student

percentage—**E**; and the state percentage—**F**. The percentage of points earned for each standard is depicted in the bar graph in the last column.



The Roster & Item-Level Report is presented by content area. It provides information about class performance. Each student in the class is listed on the roster. Each common item on the test—**A**; the Montana content standard each item is measuring—**B**; the correct answer, or response—**C**; and the total number of possible points—**D**—are presented along the top of the roster. Beside the name of the student is the response the student

choose for the item if the item was answered incorrectly—**E**. If the item was answered correctly, a plus sign is printed. The two columns on the right present the scaled score for each student—**F**—and the performance level—**G**—the student attained. The end of the report lists the item average for students in the class—**H**, school—**I**, system—**J**, and state—**K**—who answered each item correctly. A legend, with performance-level descriptors, is located on page 10 in this guide.

Class: Ab
School: Ab
System: Ab

[illegible][illegible][illegible]

* Some students were excluded from aggregations (averages) pursuant to Decision Rules.

CRT SCHOOL AND SYSTEM SUMMARY REPORTS

The School and System Summary Reports are presented by content area and provide information at the school and system level.

The first chart, “Distribution of scores”—**A**, shows the distribution of scores in each performance level: Advanced (A), Proficient (P), Nearing Proficiency (NP), and Novice (N). The first column, “Scores”—**B**, represents the scaled score.

The “School,” “System,” and “State” columns are each divided into three columns that represent the number of students (“N”) and the percentage of students receiving each scaled score point—**C**. The last column, “% of Students in Cat.”—**D**, represents the total percentage of students within the designated performance level.

The second chart, “Subtest results”—**E**, reports the total points and average points earned for each content standard.

The third chart, “Results for Subgroups of Students”—**F**, disaggregates student data in several ways—by gender, ethnicity, school programs, etc. This data helps measure the effectiveness of instructional programs for different groups in a school. In addition, subgroup data identifies instructional practices and program characteristics that may be more effective. Finally, subgroup data enables educators to identify factors that appear to relate to performance, and to compare students statewide with respect to those factors.

Performance-level results were not reported if less than 10 students were assessed. Only the number of students (“N”) in each category with less than 10 students assessed was reported.

MontCAS, Phase 2 CRT

Reading

School Summary Report

School: X
System: X
Grade: 4

A → I. Distribution of scores

Perf. Level	Scores	School		System		State	
		N	% of Students	% of Students in Cat.	N	% of Students	% of Students in Cat.
Advanced	297–300						
	294–296						
	290–293						
	287–289						
	283–286						
Proficient	276–282						
	270–275						
	263–269						
	257–262						
	250–256						
Nearing Proficiency	245–249						
	240–244						
	235–239						
	230–234						
	225–229						
Novice	220–224						
	215–219						
	210–214						
	205–209						
	200–204						



E → II. Subtest results

Reading	Points Possible	Average Points Earned		
		School	System	State
Total Points	60			
1. Students construct meaning as they comprehend, interpret, and respond to what they read.	24			
2. Students apply a range of skills and strategies to read.	16			
3. Students set goals, monitor, and evaluate their reading progress.	This standard is not measurable in a statewide assessment.			
4. Students select, read, and respond to print and nonprint material for a variety of purposes.	11			
5. Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.	9			

CRT Performance-Level Descriptors

Advanced

This level denotes superior performance.

Proficient

This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

Nearing Proficiency

This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.

Novice

This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

MontCAS, Phase 2 CRT-Alternate

Confidential

**Reading
School
Summary
Report**

School: X
System: X
Grade: 4
Spring 2005

III. Results for Subgroups of Students

Reporting category	School					System					State				
	N	% in N	% in NP	% in P	% in A	N	% in N	% in NP	% in P	% in A	N	% in N	% in NP	% in P	% in A
All Students	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
Gender	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
Male															
Female															
Ethnicity															
American Indian															
Asian															
Hispanic															
Black or African American															
Native Hawaiian or Other Pacific Islander															
White															
Significant Cognitive Disability															
Special Education															
Students with a 504 Plan															
Title I (optional)															
Tested with Standard Accommodation															
Tested with Non-standard Accommodation															
Alternate Assessment															
Migrant															
Gifted/Talented															
LEP/ELL															
Former LEP Student															
LEP Student Enrolled for First Time in a U.S. School															
Free/Reduced Lunch															
Special Education Disability(ies):															
Autism															
Child with a Disability															
Cognitive Delay															
Deaf-Blindness Impairment															
Deafness															
Emotional Disturbance															
Hearing Impairment															
Learning Disability															
Orthopedic Impairment															
Other Health Impairment															
Speech/Language															
Traumatic Brain Injury															
Visual Impairment															

*Less than ten (10) students were assessed.

CRT PERFORMANCE-LEVEL DESCRIPTORS

ADVANCED

This level denotes superior performance.

PROFICIENT

This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

NEARING PROFICIENCY

This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.

NOVICE

This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

CRT SCALED SCORE RANGES FOR PERFORMANCE LEVELS

Grade 4

Performance Level	Reading	Mathematics
Advanced	283–300	286–300
Proficient	250–282	250–285
Nearing Proficiency	225–249	225–249
Novice	200–224	200–224

Grade 8

Performance Level	Reading	Mathematics
Advanced	283–300	293–300
Proficient	250–282	250–292
Nearing Proficiency	225–249	225–249
Novice	200–224	200–224

Grade 10

Performance Level	Reading	Mathematics
Advanced	290–300	288–300
Proficient	250–289	250–287
Nearing Proficiency	225–249	225–249
Novice	200–224	200–224

PART II: THE CRT-ALTERNATE REPORTS

CRT-ALTERNATE STUDENT REPORT

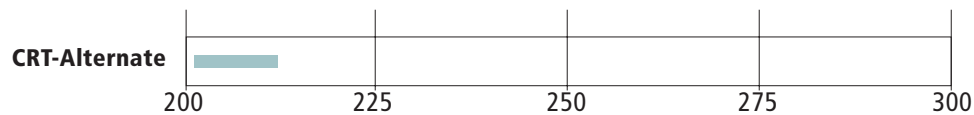
This parent/guardian report provides each student's scores for the reading and mathematics tests. The chart on page 2 of the Student Report, "Scaled Scores," reflects

the student's performance level—**A**—and scaled score—**B**—for reading and mathematics. Please refer to the performance-level descriptors on the back cover of the Student Report or on page 17 in this guide for additional information and resources.

Scaled Scores

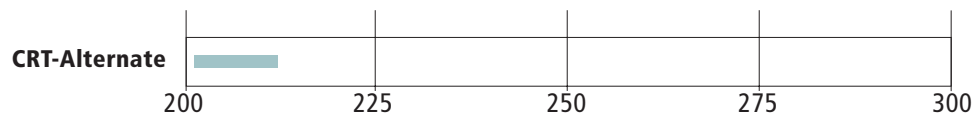
STUDENT RESULTS FOR READING

- A** → **Performance Level:** Novice
B → **Student Scaled Score:** 217



STUDENT RESULTS FOR MATHEMATICS

- A** → **Performance Level:** Novice
B → **Student Scaled Score:** 217



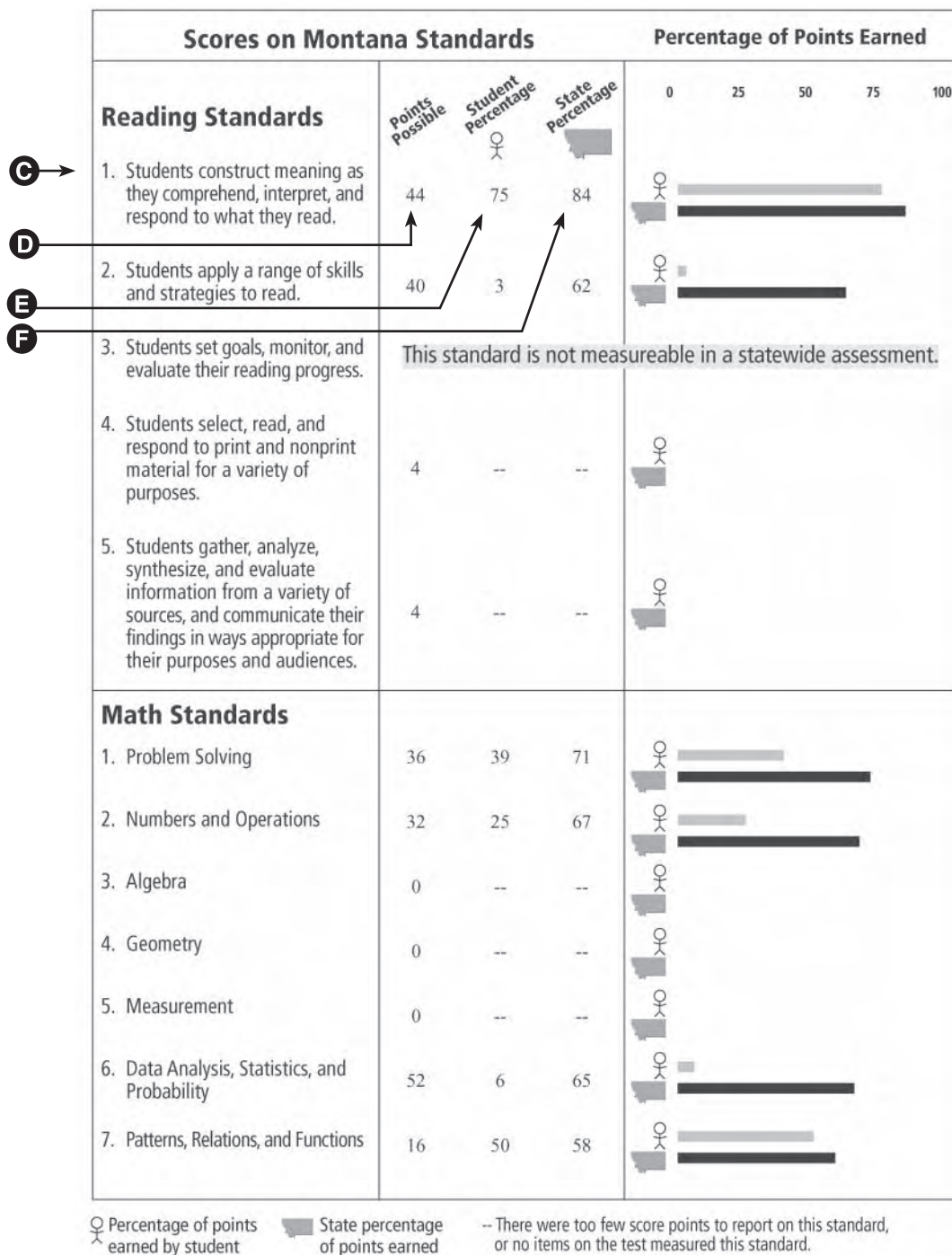
Contact your student's school for more information about the following symbols:

† Student did not complete the assessment.

§ Teacher halted the administration of the assessment after the student scored a 0 for three consecutive items on two different test administrations.

The chart on page 3 of the Student Report, “Scores on Montana Standards,” shows the standard for each content area assessed—**C**; points possible for the number of items, or questions, given—**D**; the student

percentage—**E**; and the state percentage—**F**. The percentage of points earned for each standard is depicted in the bar graph in the last column.



CRT-ALTERNATE ROSTER & ITEM-LEVEL REPORT

The Roster & Item-Level Report is presented by content area. It provides information about class performance. Each student in the class is listed on the roster. Each item (performance indicator) on the test—**A**, the Montana content standard each item is measuring—**B**, and the total number of possible points (four for every item)—**C**—are presented along the top of the

roster. Beside the name of the student is the score the student received for each item—**D**. The two columns on the right present the scaled score for each student—**E**—and the performance level—**F**—the student attained. The end of the report lists the item average for students in the class—**G**, school—**H**, system—**I**, and state—**J**—who answered each item. A legend, with performance-level descriptors, is located on page 17 in this guide.

Reading Roster & Item-Level Report Confidential

Class: Ab
School: Ab
System: Ab

Name	A → Item Number	1	2	3	4	5	6	7										E → Scaled Score	F → Perf. Level
	B → Standard	1	4	4	2	1	1	2										Scaled Score	Perf. Level
	C → Total Possible Points	4	4	4	4	4	4	4											
Jane Doe	D →	4	4	4	4	3	4	3										295	A
Mike Smith	→	4	4	4	4	2	4	3										270	P

G →	Class Average*	4	4	4	4	2	4	3											
H →	School Average*	4	4	4	4	3	4	3											
I →	System Average*	4	4	4	4	3	3	3											
J →	State Average*	4	4	4	4	3	4	3											

† Student did not complete the assessment.

§ Teacher halted the administration of the assessment after the student scored 0 for three consecutive items on two different test administrations.

¥ Not in school and/or district for full academic year.

* Some students were excluded from aggregations (averages) pursuant to Decision Rules.

CRT-ALTERNATE SCHOOL AND SYSTEM SUMMARY REPORTS

The School and System Summary Reports are presented by content area and provide information at the school and system level.

The first chart, “Distribution of scores”—**A**; shows the distribution of scores in each performance level: Advanced (A), Proficient (P), Nearing Proficiency (NP), and Novice (N). The first column, “Scores”—**B**, represents the scaled score.

The “School,” “System,” and “State” columns are each divided into three columns that represent the number of students (“N”) and the percentage of students receiving each scaled score point—**C**. The last column, “% of Students in Cat.”—**D**, represents the total percentage of students within the designated performance level.

The second chart, “Subtest results”—**E**, reports the total points and average points earned for each content standard.

The third chart, “Results for Subgroups of Students”—**F**, disaggregates student data in several ways—by gender, ethnicity, school programs, etc. This data helps measure the effectiveness of instructional programs for different groups in a school. In addition, subgroup data identifies instructional practices and program characteristics that may be more effective. Finally, subgroup data enables educators to identify factors that appear to relate to performance, and to compare students statewide with respect to those factors.

Performance-level results were not reported if less than 10 students were assessed. Only the number of students (“N”) in each category with less than 10 students assessed was reported.

MontCAS, Phase 2 CRT-Alternate

Reading

School Summary Report

School: X
System: X
Grade: 4

A → I. Distribution of scores

Perf. Level	Scores	School		System		State	
		N	% of Students	N	% of Students	N	% of Students
Advanced	294-300						
	288-293						
	281-287						
	275-280						
	268-274						
Proficient	264-267						
	261-263						
	257-260						
	254-256						
	250-253						
Nearing Proficiency	245-249						
	240-244						
	235-239						
	230-234						
	225-229						
Novice	220-224						
	215-219						
	210-214						
	205-209						
	200-204						



E → II. Subtest results

Reading	Points Possible	Average Points Earned		
		School	System	State
*Total Points	92			
1. Students construct meaning as they comprehend, interpret, and respond to what they read.	44			
2. Students apply a range of skills and strategies to read.	40			
3. Students set goals, monitor, and evaluate their reading progress.	This standard is not measurable in a statewide assessment.			
4. Students select, read, and respond to print and nonprint material for a variety of purposes.	4			
5. Students gather, analyze, synthesize, and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.	4			

--There were too few score points to report on this standard, or no items on the test measured this standard.

CRT-Alternate Performance-Level Descriptors

Advanced

The student at the Advanced level accurately and independently demonstrates the ability to carry out comprehensive content-specific performance indicators.

Proficient

The student at the Proficient level, given limited prompting, demonstrates the ability to respond accurately in performing a wide variety of content-specific performance indicators.

Nearing Proficiency

The student at the Nearing Proficiency level, given moderate prompting, demonstrates the ability to respond accurately in performing a narrow set of content-specific performance indicators.

Novice

The student at the Novice level, given physical assistance and/or modeling, is supported to participate in content-specific performance indicators.

*The sum of the points for each standard may exceed the total points, as some items correlate with more than one standard.

MontCAS, Phase 2 CRT

Confidential

Reading School Summary Report

School: X
System: X
Grade: 4
Spring 2005

III. Results for Subgroups of Students

Reporting category	School					System					State				
	N	% in N	% in NP	% in P	% in A	N	% in N	% in NP	% in P	% in A	N	% in N	% in NP	% in P	% in A
All Students	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
Gender	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX	XX
Male															
Female															
Ethnicity															
American Indian															
Asian															
Hispanic															
Black or African American															
Native Hawaiian or Other Pacific Islander															
White															
Significant Cognitive Disability															
Special Education															
Students with a 504 Plan															
Title I (optional)															
Tested with Standard Accommodation															
Tested with Non-standard Accommodation															
Alternate Assessment															
Migrant															
Gifted/Talented															
LEP/ELL															
Former LEP Student															
LEP Student Enrolled for First Time in a U.S. School															
Free/Reduced Lunch															
Special Education Disability(ies):															
Autism															
Child with a Disability															
Cognitive Delay															
Deaf-Blindness Impairment															
Deafness															
Emotional Disturbance															
Hearing Impairment															
Learning Disability															
Orthopedic Impairment															
Other Health Impairment															
Speech/Language															
Traumatic Brain Injury															
Visual Impairment															

*Less than ten (10) students were assessed.

CRT-ALTERNATE PERFORMANCE-LEVEL DESCRIPTORS

ADVANCED

The student at the Advanced level **accurately and independently** demonstrates the ability to carry out **comprehensive** content-specific performance indicators.

PROFICIENT

The student at the Proficient level, **given limited prompting**, demonstrates the ability to respond accurately in performing **a wide variety** of content-specific performance indicators.

NEARING PROFICIENCY

The student at the Nearing Proficiency level, **given moderate prompting**, demonstrates the ability to respond accurately in performing **a narrow set of** content-specific performance indicators.

NOVICE

The student at the Novice level, **given physical assistance and/or modeling**, is **supported to participate** in content-specific performance indicators.

CRT-ALTERNATE SCALED SCORE RANGES FOR PERFORMANCE LEVELS

Grade 4

Performance Level	Reading	Mathematics
Advanced	258–300	300–300
Proficient	250–257	250–299
Nearing Proficiency	225–249	225–249
Novice	200–224	200–224

Grade 8

Performance Level	Reading	Mathematics
Advanced	257–300	272–300
Proficient	250–256	250–271
Nearing Proficiency	225–249	225–249
Novice	200–224	200–224

Grade 10

Performance Level	Reading	Mathematics
Advanced	265–300	283–300
Proficient	250–264	250–282
Nearing Proficiency	225–249	225–249
Novice	200–224	200–224

OTHER CRT-ALTERNATE INFORMATION

To review the items (performance indicators) and the standards that correlate to the items on the test, please visit the Measured Progress Web site at www.measuredprogress.org.

For more information about the CRT-Alternate Assessment, please refer to the CRT-Alternate

Administration Manual at either of the following Web sites:

The Office of Public Instruction (OPI) at www.opi.state.mt.us

or

Measured Progress at www.measuredprogress.org.

